



**Benchmarking procedure and analyses with performance data from 2006
(Year 4)**

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As in previous years, the 2007 findings presented here (using the 2006 national performance data) are the result of two separate methods of benchmarking. The first analysis is based on the results from all schools and colleges within the Test Bed local authorities (LAs) and their matched comparator LAs. The second analysis is based on the results from Test Bed schools and their matched comparator schools only. Data from the Key Stage 1 (KS1), Key Stage 2 (KS2), Key Stage 3 (KS3) and GCSE tests are presented here.

Due to changes in the reporting of data of the post-16 tests only a limited analysis has been undertaken.

Key findings

The impact of the technology dip

- We previously reported a technology dip in the year that resources were introduced into the Test Bed schools followed by a recovery in staff ICT competence and confidence in the following year. This dip was mirrored by a dip in pedagogy with a subsequent but slower recovery a year later as staff began to adapt their pedagogy to accommodate the new technology. It was argued that any evaluation of the investment in ICT should take account of this dip and recovery process and the data reported here support this argument. In the third year of the project there was evidence that the performance of Test Bed students had drawn level with those of the controls at KS2 and at GCSE. In this, the fourth year of the project, there is now evidence of these students outperforming controls at KS2 and GCSE.

LA performance comparisons

- On a range of performance measures at KS2, while the data show overall improvement on all measures over the period of the project for both Test Bed and comparator LAs, in the final year of the project the differential between the two had increased showing an advantage for Test Bed schools.

- At KS2 Test Bed LAs demonstrated significantly higher rises in average point score (APS) than schools in the comparator LAs over the period of the project.
- At KS3, across all the subtests and the APS there were no significant differences between the performance of the Test Bed LAs and the comparator LAs for any year of the project. That is, performance at KS3 was not mediated by whether the LAs had been involved in the Test Bed project or not, but by their performance in previous years.
- On a range of performance measures at GCSE, while the data show overall improvement on all measures over the period of the project for both Test Bed and comparator LAs, in the final year of the project the previously significant advantage for comparator LAs was no longer apparent. The Test Bed schools were now performing at the same level as their comparator LAs.
- At GCSE there was a significant difference in performance improvement between Test Bed and comparator difference scores (2006-2002) for A* to C grades, with Test Bed LAs outperforming the comparator LAs.

School performance comparisons

- For the youngest children in the Test Bed project, performance on the KS1 reading tests had increased significantly between 2003 and 2006.
- Performance on all KS2 tests were found to have significantly improved between 2002 and 2006 within Test Bed schools. A similar sustained performance improvement was not found for the comparator schools.
- At KS2 2006, a significant difference was found between the Test Bed and comparator schools for the rate of change over the lifetime of the project between for each English, mathematics, science and for the APS.
- At KS3 there were no significant differences for rates of change scores between the Test Bed and comparator schools for any of the measures of the period of the project. They matched national performance data.

- In 2006, at GCSE level, significantly more pupils achieved five or more A* to C grades, including English and mathematics in Test Bed schools than in comparator schools.
- The comparator schools percentage of GCSE grades A* to C improved in each year of the project but the pattern for the Test Bed schools was more variable as a result of the technology dip.
- While the rate of change in GCSE performance scores other than APS was higher in comparator than Test Bed schools up until 2005, this advantage disappeared in 2006. Again this is suggestive of a technological dip and recovery.

Findings summary

Benchmarking of local authorities (LAs)

Key Stage 1

As in previous years, performance data for the KS1 tests were not available to us for all the institutions involved in the LA analyses. Therefore, no results are reported here.

Key Stage 2

A series of regression analyses with LA status (Test Bed or comparator), performance data from 2002, 2003, 2004 and 2005 as the predictor variables and performance data from 2006 as the outcome variable were conducted (see Table 1 for means and standard deviations). The key predictors of success on these tests in 2006 were found to be past performance in 2004 and 2005. For the average point score (APS), performance in 2002 and in 2003 was also a significant predictor.

Table 1: Means and standard deviations for performance on the KS2 sub tests and APS (percentage of pupils achieving level 4 or above)

	English 2002	English 2003	English 2004	English 2005	English 2006
Test Bed	71.47 (15.67)	72.87 (15.21)	75.72 (14.85)	77.28 (14.81)	77.19 (13.14)
Comparator	71.28 (15.37)	72.19 (15.70)	75.46 (14.63)	76.55 (14.81)	76.92 (13.98)
	Science 2002	Science 2003	Science 2004	Science 2005	Science 2006
Test Bed	85.80 (13.86)	85.96 (12.24)	85.62 (12.28)	85.92 (12.79)	86.49 (10.47)
Comparator	81.42 (20.64)	84.55 (12.69)	81.37 (19.12)	84.69 (12.76)	84.43 (12.59)
	Mathematics 2002	Mathematics 2003	Mathematics 2004	Mathematics 2005	Mathematics 2006
Test Bed	72.94 (16.29)	72.87 (15.60)	73.22 (15.56)	74.08 (15.39)	75.99 (13.59)
Comparator	69.77 (18.97)	70.30 (16.38)	70.98 (17.68)	72.62 (15.83)	73.35 (14.99)
	APS 2002	APS 2003	APS 2004	APS 2005	APS 2006
Test Bed	27.12 (1.89)	27.17 (1.82)	27.30 (1.84)	27.42 (1.79)	27.56 (1.70)
Comparator	27.05 (1.87)	27.02 (1.91)	27.16 (1.88)	27.26 (1.89)	27.35 (1.87)

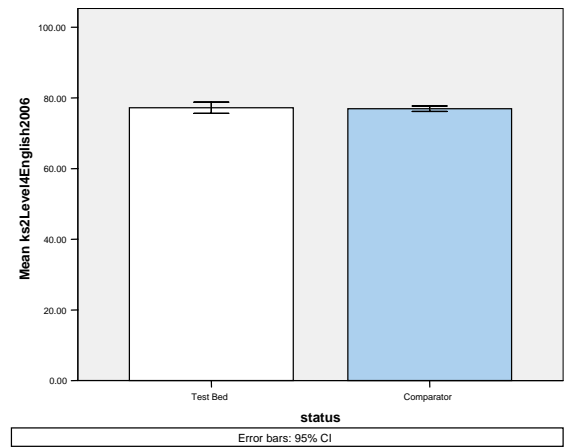
Highlighted cells by colour indicate significant differences across groups or years.

A series of analyses were also completed with Test Bed or comparator status as the coding variable and performance on each of the sub tests in 2002, 2003, 2004, 2005 and 2006 as the dependent variables. No differences were found between the Test Bed and comparator LAs in their performance on any test in the years prior to 2006. However, the 2006 data do show significant differences in performance for the mathematics and science sub tests. On both these tests the degree to which the Test Bed LAs outperformed the Comparator LAs (mean scores = 75.99 and 73.35 mathematics and 86.49 and 84.43 science respectively) had been extended. These differences are highlighted in Table 1. Graphs 1 to 4 show the mean scores and 95 per cent confidence intervals for the Test Bed and comparator LAs for each KS2 test in 2006.

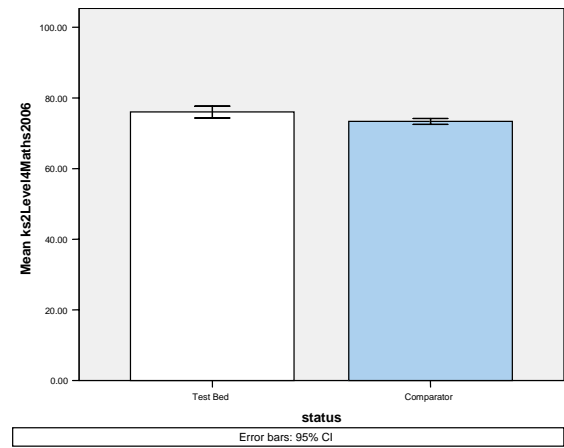
In summary, on a range of performance measures at KS2, while the data show overall improvement on all measures over the period of the project for both Test Bed and comparator LAs, in the final year of the project the differential between the two had increased showing an advantage for Test Bed schools.

Graphs 1 to 4 showing mean Scores and 95 per cent confidence intervals for the percentage of pupils achieving level 4 on the KS2 sub tests and average point score for Test Bed and comparator local authorities.

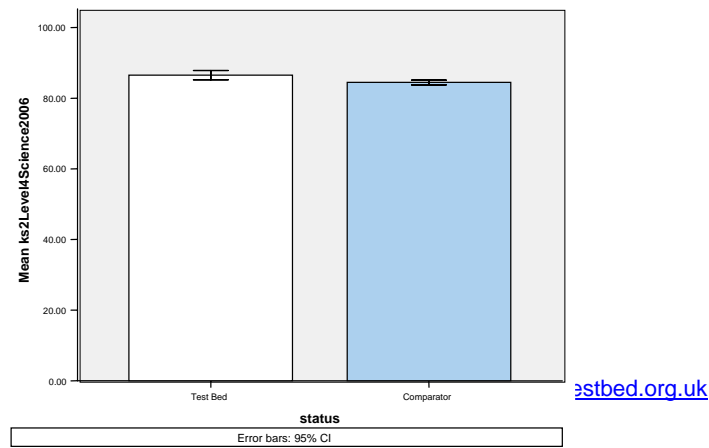
Graph 1: KS2 level 4 English 2006



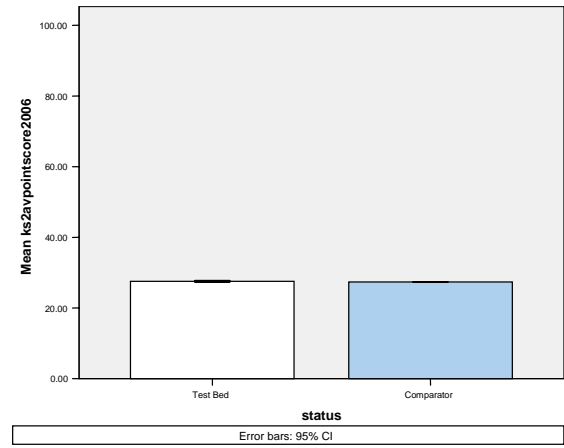
Graph 2: KS2 level 4 mathematics 2006



Graph 3: KS2 level 4 science 2006



Graph 4: KS2 average point scores 2006



Key Stage Three

A series of regression analyses with LA status (Test Bed or comparator) and performance data from 2002, 2003, and 2004 as the predictor variables and performance data from 2005 as the outcome variable were also conducted for the KS3 tests. The key predictors of success on the English and mathematics tests in 2006 was found to be past performance in 2002, 2003, 2004 and 2005. For the science test, performance in 2003, 2004 and 2005 were the significant predictors. For the APS, performance in 2006 was predicted by previous performance in 2005.

A series of MANOVA analyses were also completed with Test Bed or comparator status as the coding variable and performance on each of the sub-tests in 2002, 2003, 2004, 2005 and 2006 as the dependent variables. The analyses revealed that for all the subtests and the APS there was no significant differences between the performance of the Test Bed LAs or the comparator LAs for any year of the project.

A series of repeated measure ANOVA analyses revealed significant differences within the Test Bed local authorities for scores on tests of English between the final year of the project (2006) and the years prior to the start of the project (2002) and the first year of the project (2003). The same was true for the comparator authorities on their performance on English tests (see table 2 for means and standard deviations). For the APS, mathematics and science tests, performance was found have increased significantly year on year for both the Test Bed authorities and the comparator authorities.

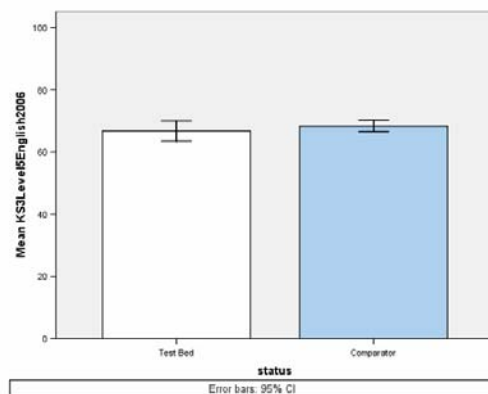
Table 2: Means and standard deviations for performance on the KS3 sub tests and APS (percentage of pupils achieving level 5 or above)

	English 2002	English 2003	English 2004	English 2005	English 2006
Test Bed	60.40 (14.77)	61.60 (14.83)	65.95 (15.83)	65.08 (17.90)	66.73 (12.62)
Comparator	60.10 (19.73)	62.71 (19.25)	65.13 (18.39)	68.56 (18.01)	68.38 (16.50)
	Science 2002	Science 2003	Science 2004	Science 2005	Science 2006
Test Bed	59.81 (14.71)	61.83 (14.60)	59.40 (14.13)	59.37 (19.72)	66.60 (11.38)
Comparator	57.54 (19.55)	60.08 (18.27)	57.52 (18.28)	60.63 (19.34)	65.63 (15.73)
	Mathematics 2002	Mathematics 2003	Mathematics 2004	Mathematics 2005	Mathematics 2006
Test Bed	59.81 (13.81)	63.97 (14.09)	66.35 (13.44)	63.00 (20.99)	72.70 (10.58)
Comparator	58.65 (18.50)	63.28 (17.05)	66.11 (16.06)	67.24 (17.14)	72.17 (13.33)
	APS 2002	APS 2003	APS 2004	APS 2005	APS 2006
Test Bed	31.82 (4.57)	32.56 (4.62)	32.96 (2.11)	33.20 (2.07)	33.60 (2.08)
Comparator	31.86 (5.04)	32.71 (3.87)	32.64 (4.12)	33.16 (3.63)	33.85 (3.11)

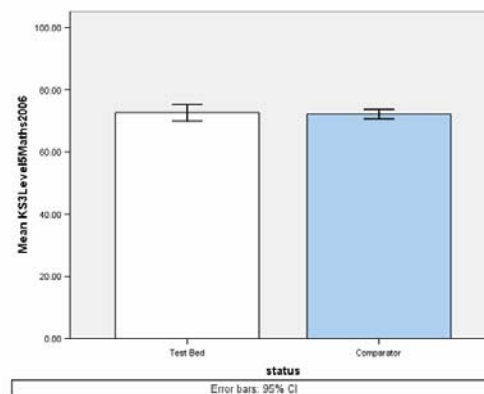
Highlighted cells by colour indicate key significant differences across years

Graphs 5 to 8 showing mean scores and 95 per cent confidence intervals for KS3 scores for Test Bed and comparator local authorities.

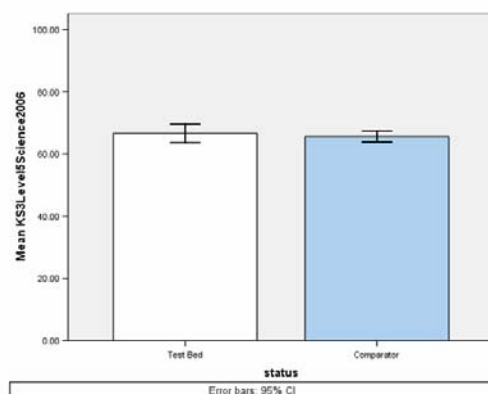
Graph 5: Percentage of students gaining Level 5 KS3 English 2006



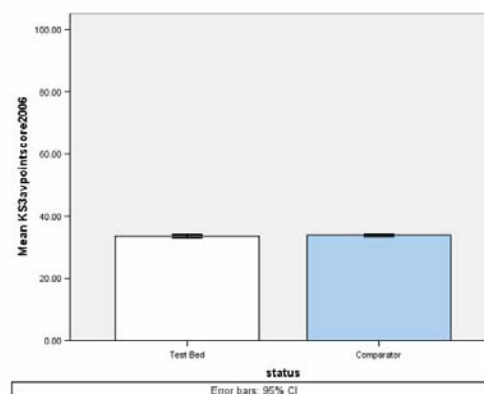
Graph 6: Percentage of students gaining Level 5 KS3 mathematics 2006



Graph 7: Percentage of students gaining Level 5 KS3 science 2006



Graph 8: Percentage of students gaining Level 5 KS3 APS 2006



GCSEs

Regression analyses with LA status (Test Bed or comparator) and performance data from 2002, 2003, 2004 and 2005 as the predictor variables and performance data from 2006 as the outcome variable were also conducted for tests at GCSE level. These analyses found that the number of students attaining five or more A* to C Grades in both LA groups in 2006 was predicted by the number of students attaining five or more A* to C grades in 2003, 2004 and 2005. This was also true for student performance in 2006 for Grades A* to G. It was found that the students' average point scores were predicted by average point scores attained in 2002, 2004 and 2005.

MANOVA analyses were also completed with Test Bed or comparator status as the coding variable and performance on each of the sub-tests in 2002, 2003, 2004, 2005 and 2006 as the dependent variables. Comparator LAs were found to consistently and significantly outperform Test Bed schools in 2002, 2003, 2004 in the proportion of pupils achieving five or more GCSE A* to C grades. In 2005 and 2006, however, the Test Bed LAs were no longer found to be performing significantly less well than the comparator LAs (see table 3 for means and standard deviations).

In summary, on a range of performance measures at GCSE, while the data show overall improvement on all measures over the period of the project for both Test Bed and comparator LAs, in the final year of the project the previously significant advantage for comparator LAs was no longer apparent. Indeed, the Test Bed schools were now performing at the same level as their comparator LAs.

**Table 3: Means and standard deviations for performance at GCSE Level
(Percentage of pupils achieving grades A*-C and A*-G and APS)**

	A*-C 2002	A*-C 2003	A*-C 2004	A*-C 2005	A*-C 2006
Test Bed	41.59 (15.03)	44.56 (16.77)	46.67 (16.26)	50.93 (15.68)	55.69 (17.34)
Comparator	48.62 (24.56)	50.76 (24.33)	52.83 (23.37)	56.22 (23.21)	58.93 (21.78)
	A*-G 2002	A*-G 2003	A*-G 2004	A*-G 2005	A*-G 2006
Test Bed	87.67 (6.94)	87.51 (7.15)	87.94 (6.53)	89.40 (6.62)	89.47 (6.60)
Comparator	89.63 (9.36)	88.84 (12.01)	89.66 (11.23)	89.36 (13.46)	90.54 (11.98)
	APS 2002	APS 2003	APS 2004	APS 2005	APS 2006
Test Bed	271.17 (37.14)	246.22 (9.45)	318.56 (57.63)	337.71 (58.14)	359.23 (66.28)
Comparator	287.51 (60.46)	248.56 (14.23)	339.12 (91.62)	349.66 (91.61)	362.84 (85.22)

Highlighted cells by colour indicate significant differences across groups or years.

Although not significant, comparator LAs had also achieved a greater proportion of A* to G grades in 2002, 2003, 2004 and 2005. However, the 2006 mean scores indicated that the gap between the two groups had decreased over the course of the project. This is very encouraging, indicating that the Test Bed LAs were catching up throughout the project and maintained these gains as the project ended. For average point scores, whilst the comparator LAs had again collectively scored higher on the tests in previous years, by 2006 Test Bed LAs had narrowed the difference between the two

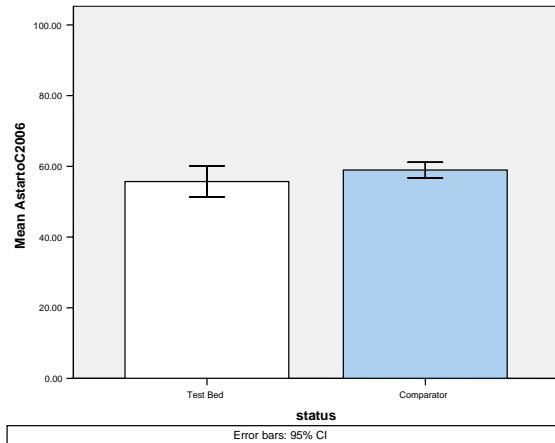
groups, indicating that they had lessened the performance gap for this measure.

For the within group analyses, the proportion of students achieving five or more GCSE grades A* to C, A* to G and APS was found to have improved significantly over the course of the project within the Test Bed and comparator LAs. Graphs 9 to 11 show the mean scores and 95 per cent confidence intervals for the percentage of students gaining five or more A* to C and A* to G grades and APS in 2006.

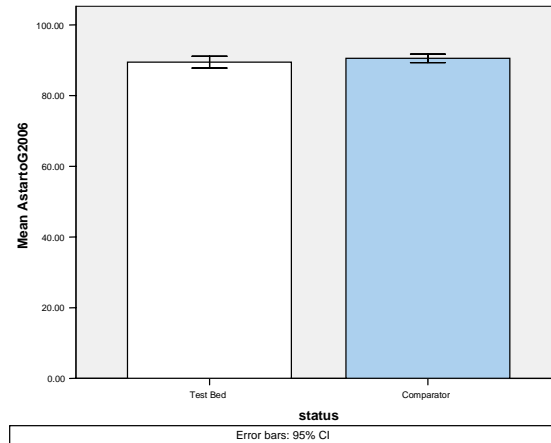
In contrast to performance at KS2 where Test Bed LAs were outperforming comparator LAs in the year preceding the start of the project (2002), at GCSE the comparator LAs started the project with higher performance levels than the Test Bed LAs. This difference in initial starting point of the LAs makes using the 02-06 rate of change a key factor in these analyses (see following sections for difference score analyses).

Graphs 9 to 11 showing mean scores and 95 per cent confidence intervals for GCSE scores for Test Bed and comparator local authorities.

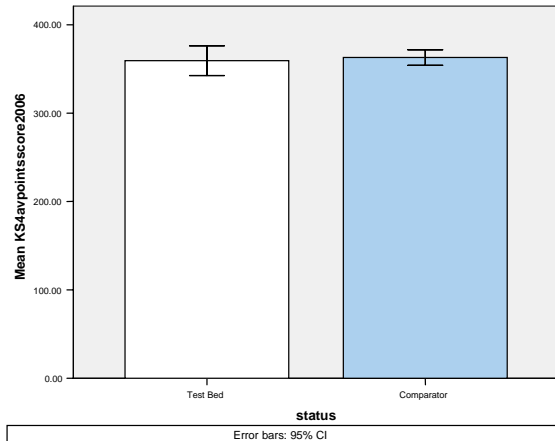
Graph 9: Percentage of students gaining 5 or more A* to C Grades at GCSE 2006



Graph 10: Percentage of students gaining 5 or more A* to G Grades at GCSE 2006



Graph 11: APS for GCSE 2006



Post 16

Table 4 shows the means and standard deviations for the A-level performance data from 2002 to 2006. There are no analyses to report to date due to changes in the way the scores were calculated in 2006.

Eyeballing the data suggest a gentle rise in performance over the period of the project for both Test Bed and comparator LAs.

Table 4: Means and standard deviations for performance on the post-16 tests

	APS per student 2002	APS per student 2003	APS per student 2004	APS per student 2005	APS per student 2006*
Test Bed	203.32 (76.97)	204.00 (72.43)	204.45 (70.26)	212.82 (65.21)	609.32 (119.20)
Comparator	232.51 (91.33)	234.02 (91.66)	238.25 (89.25)	242.57 (89.57)	664.43 (183.72)
	APS per exam entry 2002	APS per exam entry 2003	APS per exam entry 2004	APS per exam entry 2005	APS per exam entry 2006*
Test Bed	66.30 (15.04)	65.99 (14.58)	65.98 (14.77)	68.16 (12.75)	191.87 (19.63)
Comparator	69.73 (16.12)	70.85 (15.72)	72.25 (14.90)	73.30 (14.85)	195.97 (28.18)

Highlighted cells by colour indicate significant differences across groups or years.

Care is needed when interpreting 2006 performance data. Data from 2006 are not comparable to that from previous years due to changes in the way the score is calculated.

Rates of change in national performance scores (2002-2006)

Key Stage 1

These data are not available for local authority analyses.

Key Stage 2

At KS2 a significant difference was found for the rate of change between Test Bed and comparator LAs for average point scores (APS) between 2002 and 2006. Mean scores indicated that schools in the Test Bed LAs demonstrated significantly higher rises in APS than schools in the comparator LAs over the period of the project (Test Bed mean = 0.56, comparator mean = 0.30).

Graphs 12 to 15 show the mean difference scores and 95 per cent confidence intervals for each subtest.

Key Stage 3

At KS3 there were no significant differences for rates of change scores between the Test Bed and comparator LAs for any of the measures. Graphs 16 to 19 show the mean difference scores and 95 per cent confidence intervals for each subtest.

GCSE

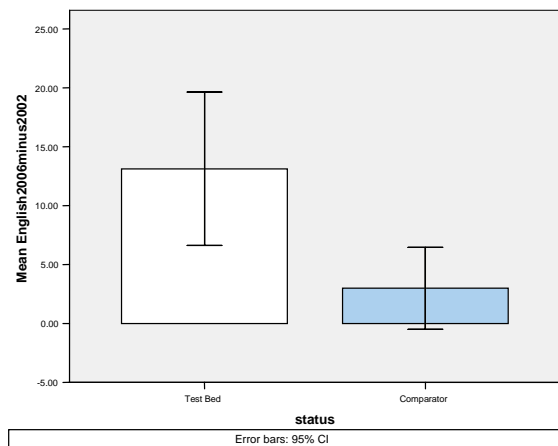
At GCSE there was a significant difference between Test Bed and comparator difference scores (2006-2002) for A* to C grades. Mean scores indicate that schools in the Test Bed LAs increased between 2002 and 2006 at a significantly faster rate than schools in the comparator LAs (Test Bed mean = 14.05, comparator mean = 10.39). Graphs 20 to 22 show mean difference scores and 95 per cent confidence intervals for students achieving five or more A* to C, A* to G grades and APS.

A-level

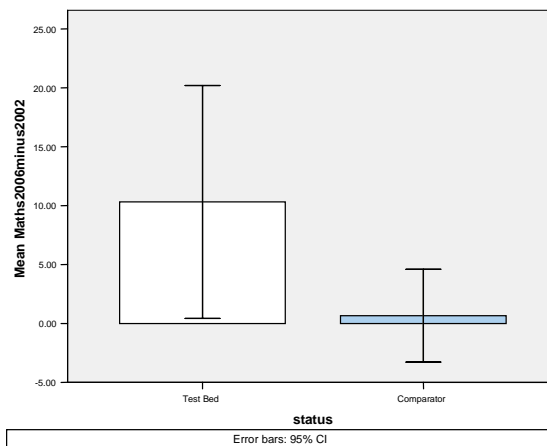
No score could be calculated because of differences in the calculation.

Graphs 12 to 15 showing mean KS2 difference scores and 95 per cent confidence intervals on each subtest and average point score for Test Bed and comparator local authorities.

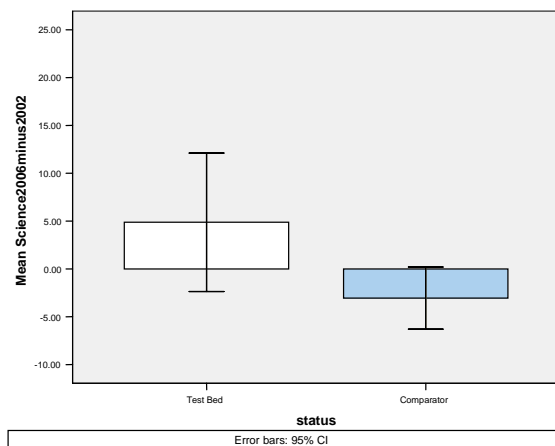
Graph 12: English KS2 difference scores (2006-2002)



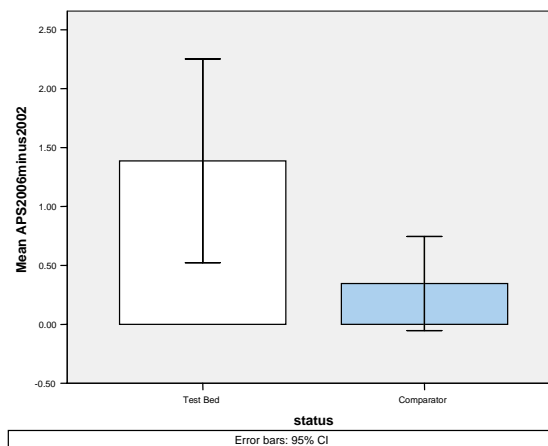
Graph 13: Mathematics KS2 difference scores (2006-2002)



Graph 14: Science KS2 difference scores (2006-2002)

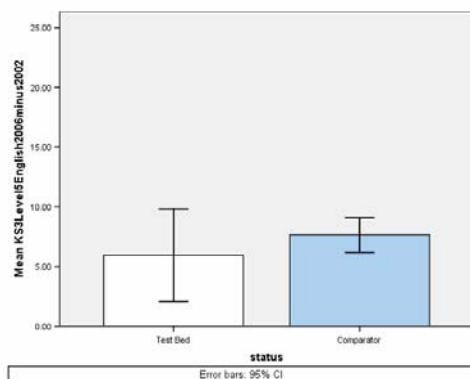


Graph 15: APS KS2 difference score (2006-2002)

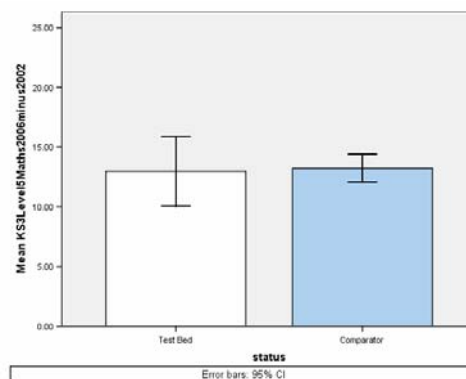


Graphs 16 to 19 showing mean KS3 difference scores and 95 per cent confidence intervals on each subtest and average point score for Test Bed and comparator local authorities.

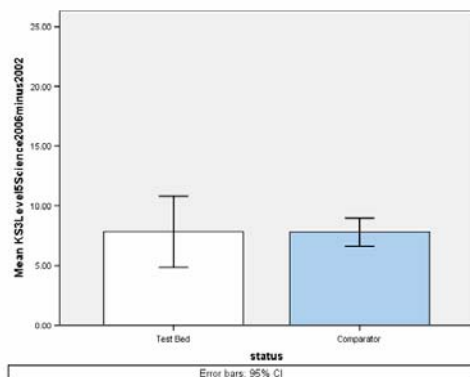
Graph 16: English KS3 difference scores (2006-2002)



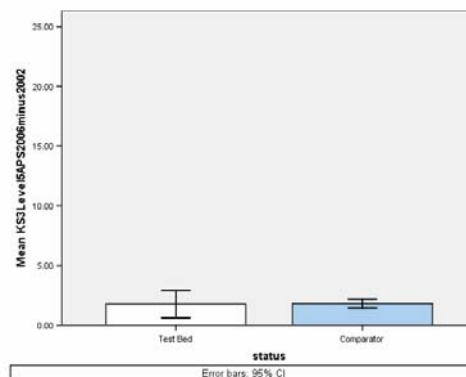
Graph 17: Mathematics KS3 difference scores (2006-2002)



Graph 18: Science KS3 difference scores (2006-2002)

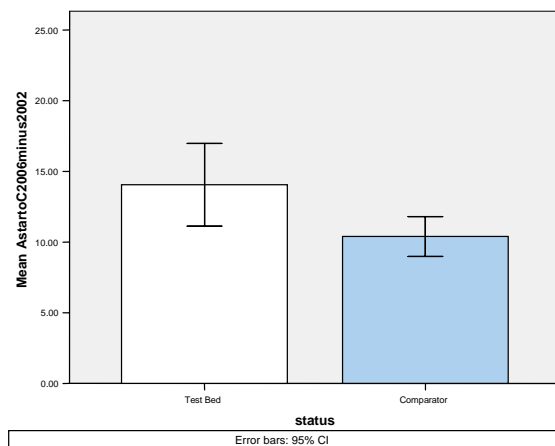


Graph 19: APS KS3 difference score (2006-2002)

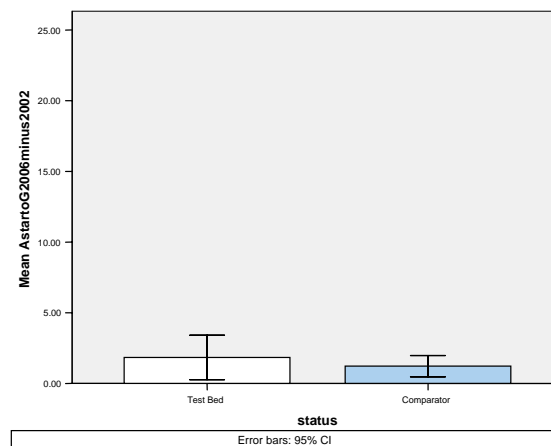


Graphs 20 to 22 showing mean difference score and 95 per cent confidence intervals for GCSE for Test Bed and comparator local authorities

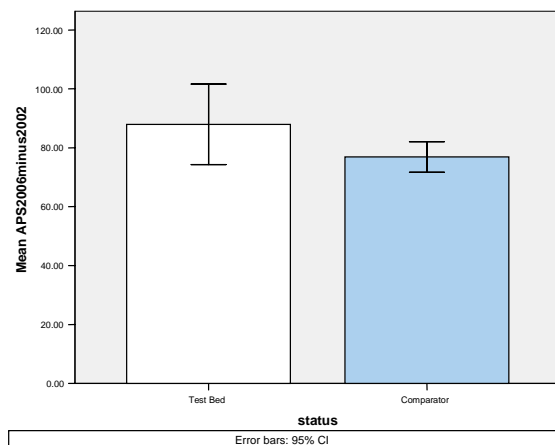
Graph 20: Five or more A* - C grades (2006-2002)



Graph 21: Five or more A*-G grades (2006-2002)



Graph 22: GCSE APS difference score (2006-2002)



Benchmarking of individual schools

Key Stage One results

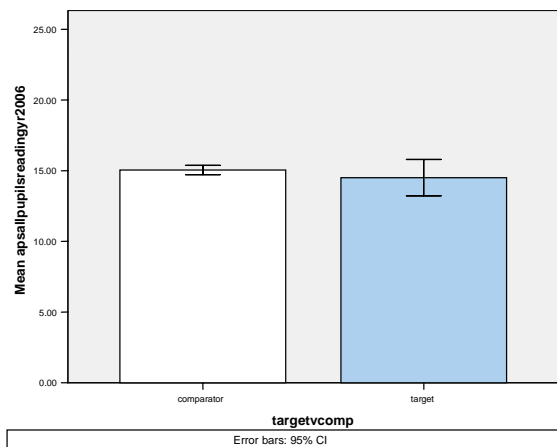
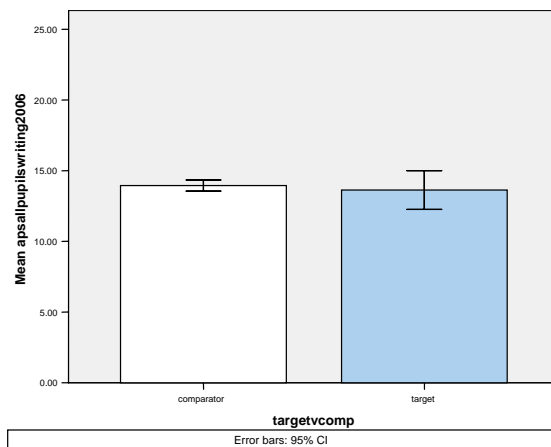
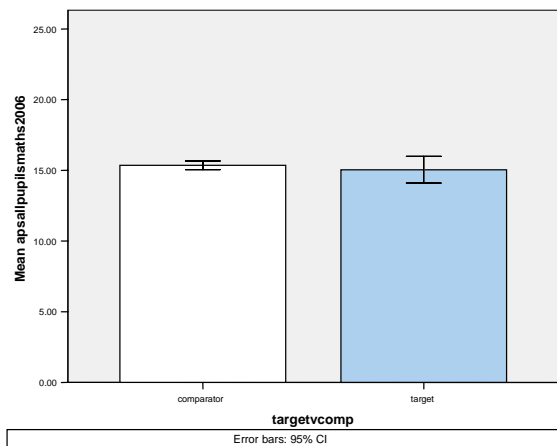
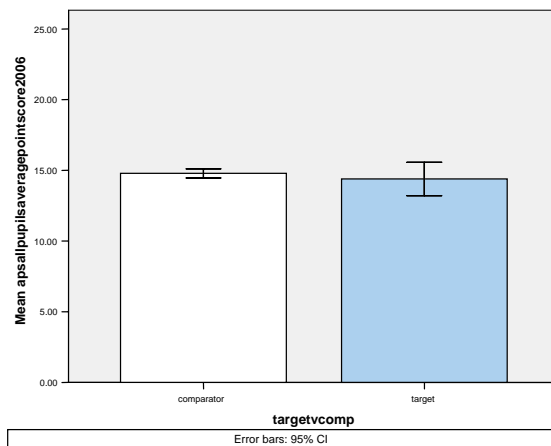
Regression analyses using the APS from 2003, 2004, 2005 and status of the school (Test Bed or comparator) as the predictor variables and average performance scores achieved in 2006 as the outcome variable found that the overall model was significant, although only performance in 2005 predicted performance in the 2006 tests. Status of the schools (Test Bed or comparator) was not found to be a predictor of performance. Regression analyses conducted with performance data on the KS1 writing test found that past performance in 2005 was a significant predictor of performance in 2006. For the KS1 weading score, performance in 2004 and 2005 was found to be a significant predictor of achievement in 2006, whilst the 2006 performance on the mathematics test was predicted by scores in 2003 and 2005.

Table 5: Means and standard deviations for performance on the KS1 tests

	Reading 2003	Reading 2004	Reading 2005	Reading 2006
Test Bed	13.24 (1.58)	14.38 (2.35)	14.58 (2.38)	14.50 (2.59)
Comparator	13.45 (0.85)	15.0 (1.06)	15.28 (0.87)	15.05 (1.36)
	Writing 2003	Writing 2004	Writing 2005	Writing 2006
Test Bed	13.57 (2.71)	13.33 (2.90)	16.66 (2.53)	13.63 (2.76)
Comparator	13.80 (1.18)	13.86 (1.16)	14.22 (0.98)	13.95 (1.62)
	Mathematics 2003	Mathematics 2004	Mathematics 2005	Mathematics 2006
Test Bed	15.23 (1.79)	15.00 (2.14)	15.00 (2.19)	15.04 (1.90)
Comparator	15.45 (1.17)	15.31 (1.00)	15.57 (0.86)	15.35 (1.25)
	APS 2003	APS 2004	APS 2005	APS 2006
Test Bed	14.10 (2.04)	14.20 (2.42)	14.39 (2.35)	14.39 (2.38)
Comparator	14.33 (1.05)	14.73 (1.04)	15.06 (0.84)	14.78 (1.33)

Highlighted cells by colour indicate significant differences across groups or years.

The descriptive statistics indicate that up until 2005, collective performance of the Test Bed and comparator institutions has improved year on year, with the exception of the mathematics sub-test, that is performance scores in 2005 were higher than in 2004 and similarly performance in 2004 was higher than in 2003 (see Table 5). In 2006, the Test Bed schools had improved on just one test (mathematics) from the previous year, whilst the comparator schools had seen declines in performance from their 2005 results. Performance in terms of change over time between 2003 and 2006 showed both sets of schools had significantly increased their performance on KS1 Reading scores. This was not the case for writing, mathematics or APS. Graphs 23 to 26 show means and 95 per cent confidence intervals for the KS1 sub tests.

Graphs 23 to 26 Showing mean scores and 95 per cent confidence intervals for KS1 for Test Bed and comparator local authorities**Graph 23: KS1 reading scores 2006****Graph 24: KS1 writing scores 2006****Graph 25: KS1 mathematics 2006****Graph 26: KS1 APS 2006**

Key Stage Two results

Regression analyses using performance in 2002, 2003, 2004 and 2005 and school experimental status (comparator or Test Bed) as predictor variables and performance on the KS2 English, mathematics, science and APS in 2006 as the individual outcome variables found several significant models.

Performance on the tests of English and mathematics in 2006 were predicted by performance in 2005. Performance on the tests of science and APS in 2005 were predicted by performance in 2004. This pattern of results mirrors the findings from previous analyses.

Table 6: Means and standard deviations for performance on the KS2 tests

	English 2002	English 2003	English 2004	English 2005	English 2006
Test Bed	64.81 (18.64)	69.33 (17.64)	74.06 (16.94)	73.43 (14.42)	77.94 (13.69)
Comparator	73.68 (7.44)	71.33 (7.85)	73.89 (5.87)	76.67 (8.74)	76.03 (12.50)
	Mathematics 2002	Mathematics 2003	Mathematics 2004	Mathematics 2005	Mathematics 2006
Test Bed	64.31 (22.01)	70.56 (18.15)	71.31 (18.39)	67.86 (14.31)	74.63 (19.50)
Comparator	74.02 (7.97)	70.19 (8.45)	71.98 (6.96)	73.31 (8.57)	73.49 (12.99)
	Science 2002	Science 2003	Science 2004	Science 2005	Science 2006
Test Bed	80.31 (17.55)	82.44 (10.77)	82.63 (15.27)	83.07 (13.05)	85.19 (16.50)
Comparator	87.31 (5.36)	84.51 (6.41)	84.08 (5.39)	85.09 (5.36)	83.98 (11.61)
	APS 2002	APS 2003	APS 2004	APS 2005	APS 2006
Test Bed	26.20 (2.37)	26.93 (2.15)	26.98 (1.97)	26.67 (2.13)	27.59 (2.32)
Comparator	27.10 (1.16)	26.89 (1.04)	26.94 (0.86)	27.34 (1.03)	27.30 (1.54)

Highlighted cells by colour indicate significant differences across groups or years.

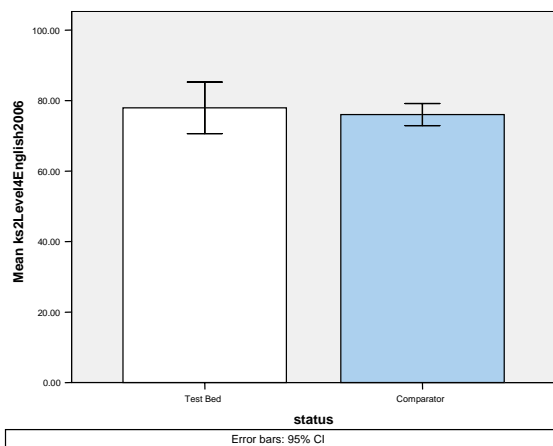
In previous analyses, a significant difference was reported between the Test Bed and comparator schools for KS2 science in 2002, with comparators

significantly outperforming the Test Bed schools. This advantage for the comparator schools disappeared as the project progressed and there was no significant difference found between the Test Bed and comparator schools in subsequent years, that is the Test Bed schools have now caught up with comparator schools and both are performing at near ceiling level. This trend continued with the 2006 analyses, with no differences found between the Test Bed and comparator schools (see table 6 for means and standard deviations).

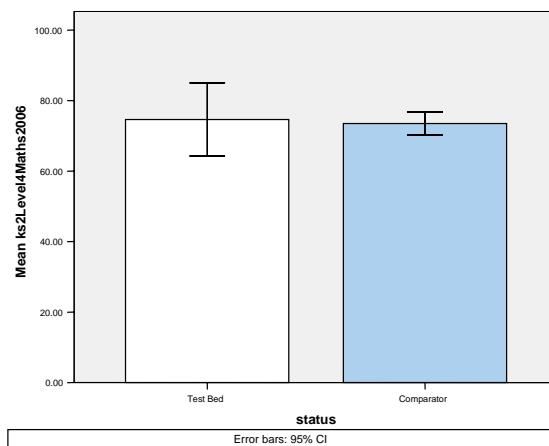
Performance on all KS2 tests were found to have significantly improved between 2002 and 2006 within Test Bed schools, that is these schools had significantly improved over the course of the project. The same was not found for the comparator schools. Despite rises in performance found for the comparators this increase in performance was not as marked as for the Test Bed schools. These results indicate that improvements in performance on all tests during the course of the project are more frequent in the Test Bed schools than in the comparator schools. Graphs 27 to 30 show means and 95 per cent confidence intervals per test.

Graphs 27 to 30 showing mean KS2 scores and 95 per cent confidence intervals on each subtest and average point score for Test Bed and comparator schools.

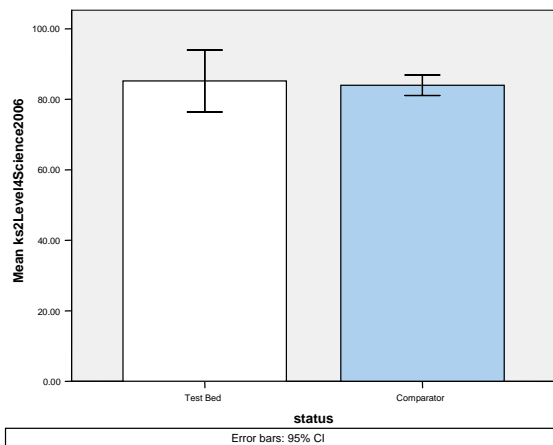
Graph 27: KS2 level 4 English 2006



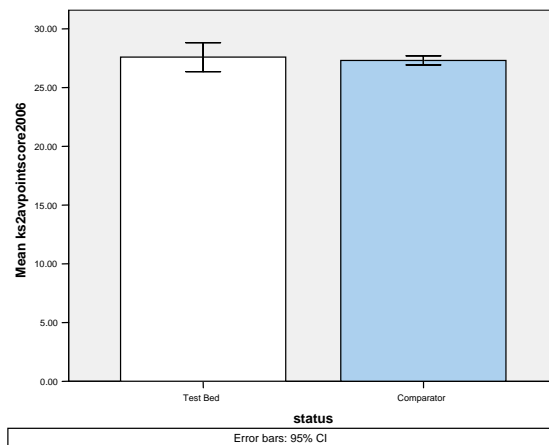
Graph 28: KS2 level 4 mathematics 2006



Graph 29: KS2 level 4 science 2006



Graph 30: KS2 APS 2006



Key Stage 3

Regression analyses with performance in 2002, 2003, 2004 and 2005 and the experimental status of the schools as predictor variables, and performance in 2006 as the outcome variable was found to be significant for all measures (English, mathematics, science and APS). The English test and APS, whilst being significant models overall do not have any single predicting factor that predicts performance in 2005. Performance on the mathematics test in 2006 was predicted by performance in 2005, whilst performance on the science test in 2006 was predicted by performance in 2004.

A series of MANOVA analyses were also completed with Test Bed or comparator status as the coding variable and performance on each of the sub-tests in 2002, 2003, 2004, 2005 and 2006 as the dependent variables. The analyses revealed that for all the subtests and the APS there was no significant differences between the performance of the Test Bed schools and comparator schools for any year of the project.

Repeated measures ANOVA analyses found that within the Test Bed schools, performance on the mathematics KS3 test had significantly improved between 2002 and 2006; 2003 and 2006; 2005 and 2006.

Within the comparator schools, significant improvements were also found for English between 2002 and 2006 and also 2003 and 2006. Improvements within the comparator schools were also found for the KS3 science test between 2002 and 2006 and between 2004 and 2006 and for the mathematics test and APS between 2002 and 2006; 2003 and 2006 and also between 2004 and 2006.

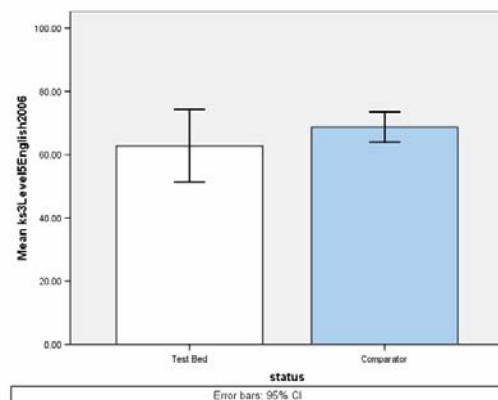
Table 7: Means and standard deviations for performance on the KS3 tests

	English 2002	English 2003	English 2004	English 2005	English 2006
Test Bed	58.20 (13.48)	58.00 (14.02)	63.40 (20.11)	60.25 (15.52)	61.75 (10.28)
Comparator	59.92 (9.10)	62.23 (6.19)	68.47 (4.91)	68.75 (4.75)	68.74 (9.96)
	Mathematics 2002	Mathematics 2003	Mathematics 2004	Mathematics 2005	Mathematics 2006
Test Bed	54.00 (13.62)	57.80 (10.01)	64.00 (9.70)	64.00 (11.25)	68.20 (9.52)
Comparator	61.30 (5.76)	66.45 (4.28)	67.63 (2.88)	69.82 (4.91)	72.32 (10.54)
	Science 2002	Science 2003	Science 2004	Science 2005	Science 2006
Test Bed	56.60 (16.50)	57.60 (10.55)	56 (10.23)	56.00 (15.83)	60.60 (11.55)
Comparator	59.62 (8.70)	61.69 (7.17)	58.30 (9.55)	63.13 (7.06)	64.47 (11.90)
	APS 2002	APS 2003	APS 2004	APS 2005	APS 2006
Test Bed	31.56 (2.56)	31.84 (1.83)	32.38 (2.40)	31.60 (2.50)	32.28 (1.83)
Comparator	32.18 (1.45)	32.64 (1.06)	32.93 (1.15)	33.24 (1.12)	33.53 (1.98)

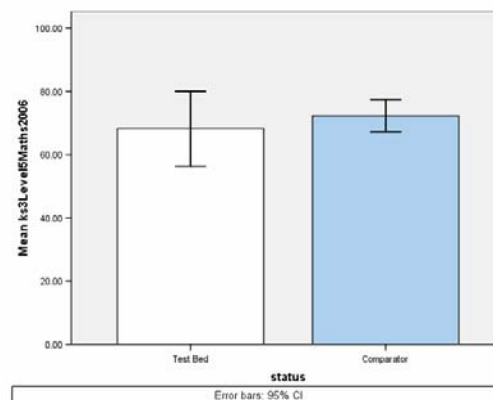
Highlighted cells by colour indicate significant differences across groups or years.

Graphs 31 to 34 showing mean KS3 scores and 95 per cent confidence intervals on each subtest and average point score for Test Bed and comparator schools.

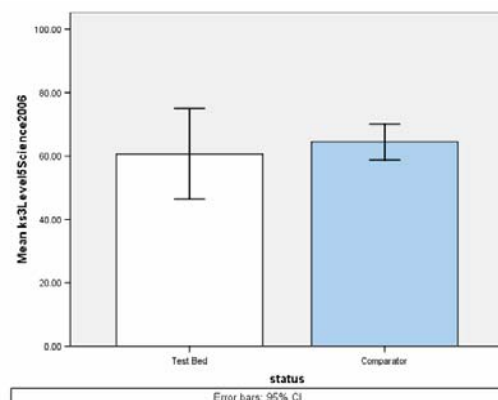
Graph 31: KS3 level 5 English 2006



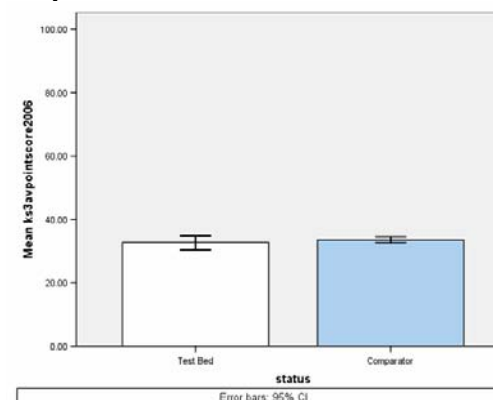
Graph 32: KS3 level 5 mathematics 2006



Graph 33: KS3 level 5 science 2006



Graph 34: KS3 APS 2006



GCSE Results

In 2005, regression analyses with the percentage of students achieving GCSE grades A* to C in 2002, 2003 and 2004 and school status as predictors of A* to C performance in 2005 and in 2006 were found to be significant.

Performance in the previous year (04 on 05; 05 on 06) was the only significant predictor of A* to C performance. No significant models were generated to explain the distribution of A* to G grades in 2005 or 2006. This pattern of results was repeated from the APS gained.

Between subjects analyses highlighted differences between Test Bed and comparator schools for the proportion of students achieving five or more A* to C grades including English and mathematics (see table 8 for means and standard deviations). Significantly more pupils achieved five or more A* to C grades, including English and mathematics in Test Bed schools than in comparator schools (mean = 38.80 Test Bed, 35.90 comparator).

Differences between the Test Bed and comparator schools were also found for the number of students achieving five or more A* to G grades, with comparator schools scoring significantly higher in 2006 than Test Bed schools (comparator mean = 91.89, Test Bed mean = 87.4).

The reversal of findings at A* to C and A* to G grades can be accounted for by a greater proportion of Test Bed pupils being unclassified at GCSE. This suggests that these schools might have a greater number of pupil absences. Looking at the percentage of unauthorised absences within each of the schools no significant difference was found between the Test Bed and comparator schools. However, unauthorised absences were a negative predictor of all measures of achievement at GCSE. That is, schools with lower levels of unauthorised absences produce more students achieving five or more A* to G grades.

Comparing each school's own progress over the lifetime of the project within the two samples (Test Bed or comparator) demonstrated a significant change in GCSE APS, with a significant improvement found between the pre Test Bed

year (2002) and year three of the project (2005) and also between year one (2003) and year three (2005). This finding was true for both the Test Bed schools and the comparator schools. For comparator schools only, performance was also found to have improved in the comparator schools for the number of students achieving GCSE grades A* to C with performance in each year of the project showing significant improvements. Graphs 35-38 show means and 95 per cent confidence intervals for school level GCSE data.

Table 8: Means and standard deviations for performance at GCSE level

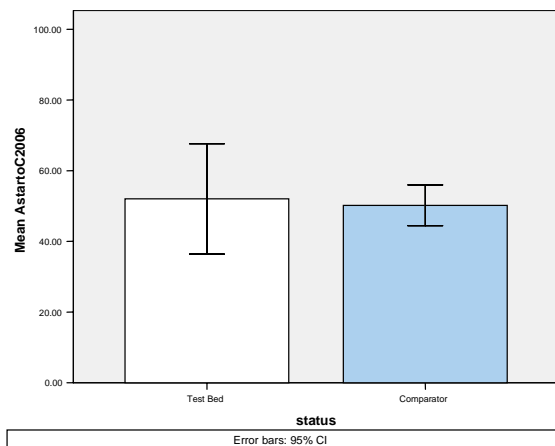
	A*-C 2002	A*-C 2003	A*-C 2004	A*-C 2005	A*-C 2006	A*-C 2006 (Inc English and maths)
Test Bed	44.40 (8.14)	45.60 (9.04)	43.80 (15.12)	45.20 (9.26)	52.00 (12.55)	38.80 (12.74)
Comparator	39.33 (6.72)	43.45 (7.44)	45.62 (4.37)	49.88 (4.49)	50.16 (11.97)	35.90 (13.03)
	A*-G 2002	A*-G 2003	A*-G 2004	A*-G 2005	A*-G 2006	
Test Bed	88.20 (2.05)	82.72 (5.72)	84.00 (6.20)	88.40 (4.10)	87.40 (5.32)	
Comparator	89.25 (1.90)	91.03 (1.20)	85.30 (7.04)	92.92 (1.80)	91.89 (3.53)	
	APS 2002	APS 2003	APS 2004	APS 2005	APS 2006	
Test Bed	275.08 (17.90)	241.60 (6.65)	294.04 (49.46)	316.28 (23.14)	329.34 (42.05)	
Comparator	273.19 (15.93)	267.48 (16.58)	315.50 (18.81)	334.76 (19.45)	338.42 (43.72)	

Comment [h1]: Would you mind doing this for 2002-2005 too? I can take no for an answer on this one.

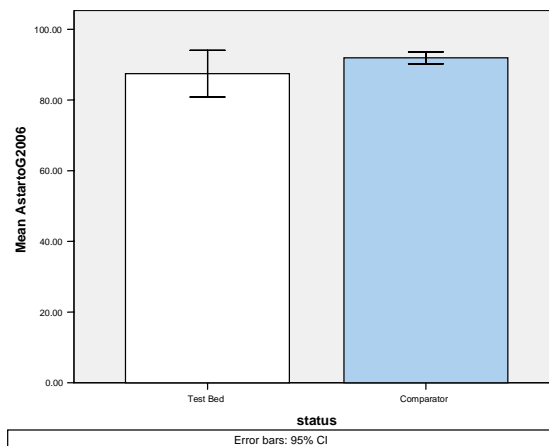
Highlighted cells by colour indicate significant differences across groups or years.

Graphs 35 to 38 showing GCSE mean scores and 95 per cent confidence intervals on each subtest and average point score for Test Bed and comparator schools.

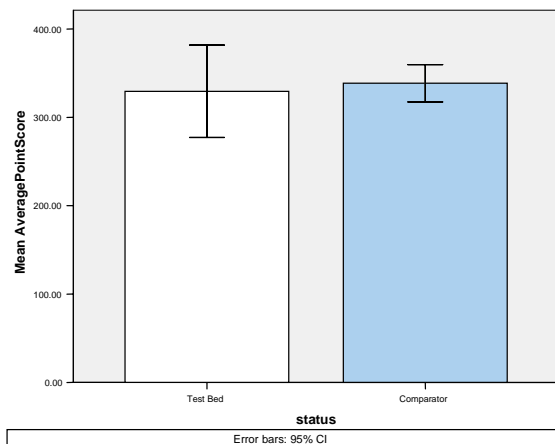
Graph 35: GCSE A* to C 2006



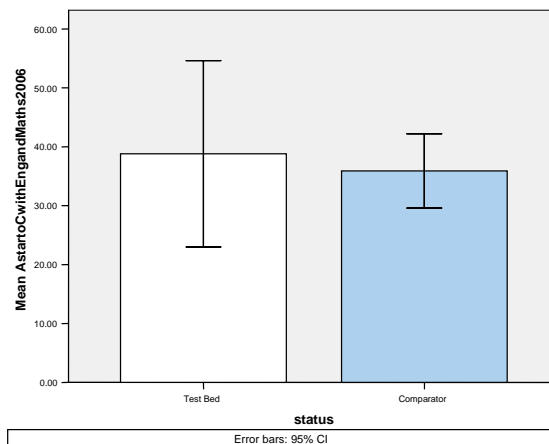
Graph 36: GCSE A* to G 2006



Graph 37: GCSE APS 2006



Graph 38: GCSE A* to C Including maths and English 2006



Post-16

Table 9 shows the means and standard deviations for A-level performance data from 2002 to 2006. As reported in the local authority section, no analyses have been conducted on these data to date due to changed in the way the scores were calculated in 2006.

Eyeballing the data suggests that APS per student is higher for comparator than Test Bed students but that the APS per exam entry was comparable.

Table 9: Means and standard deviations for performance on the post-16 tests

	APS per student 2002	APS per student 2003	APS per student 2004	APS per student 2005	APS per student 2006*
Test Bed	213.43 (7.09)	199.83 (12.33)	200.70 (30.96)	201.58 (25.68)	533.35 (66.43)
Comparator	187.05 (13.19)	185.23 (14.17)	203.52 (6.77)	194.88 (28.56)	580.99 (107.74)
	APS per exam entry 2002	APS per exam entry 2003	APS per exam entry 2004	APS per exam entry 2005	APS per exam entry 2006*
Test Bed	67.27 (7.23)	64.80 (9.72)	66.35 (9.19)	68.33 (8.29)	181.15 (19.80)
Comparator	62.24 (6.10)	60.81 (5.63)	67.63 (4.97)	64.60 (7.54)	182.35 (18.29)

Highlighted cells by colour indicate significant differences across groups or years.

**Care needed when interpreting 2006 performance data due to changes in the way the score is calculated.*

Rates of change in national performance scores (2002-2006)

Key Stage 1

As in previous years, there was no significant difference in the rate of performance change between the two groups at KS1 for 2003-2006. The 2002 data are not currently available to us for this Key Stage.

Key Stage 2

In 2005, statistically the Test Bed schools were found to be improving at a faster rate than the comparator schools over the period of the intervention 2002-2005. In 2005 there were no significant differences between the Test Bed and comparator schools for rates of change in mathematics, science, or APS. However, in 2006, a significant difference was found between the Test Bed and comparator schools for the rate of change between 2002 and 2006 for each test and for the APS. In each instance, the Test Bed schools had improved significantly more than the comparator schools (English mean difference score; TB = 13.12, comparator, 2.98, maths mean score; TB = 10.31, comparator = 0.66, science mean score; TB = 4.88, comparator = -3.05 and APS mean score; TB = 1.39, comparator = 0.35). See graphs 39-42.

Key Stage 3

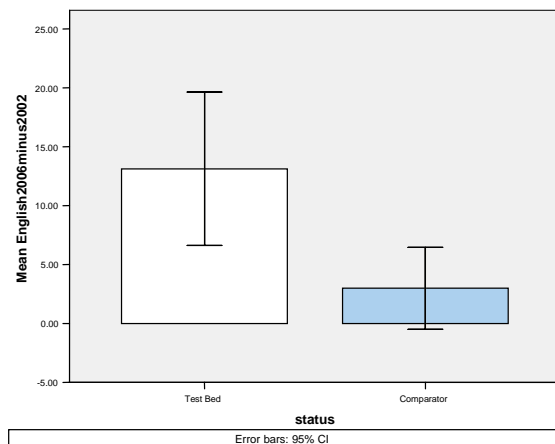
At KS3 there were no significant differences for rates of change scores between the Test Bed and comparator LAs for any of the measures. Graphs 43 to 46 show the mean difference scores and 95 per cent confidence intervals for each subtest.

GCSE

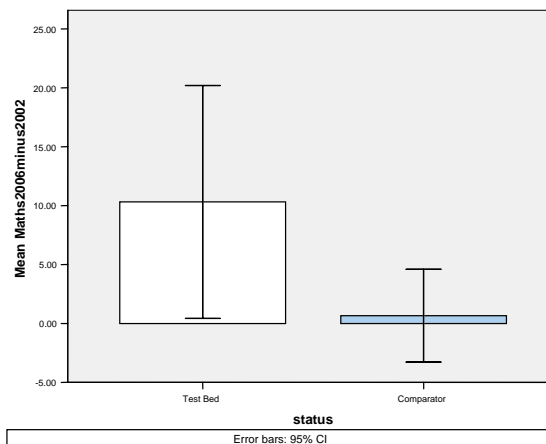
There was a significant difference between the Test Bed and comparator schools on rates of change for GCSE grades A* to C and A* to G for the 2002-04 and 2002-05 period, with the comparator schools achieving greater rates of change than the Test Bed schools but this was not sustained across the lifetime of the project. Also there was no difference between the two groups on rate of change in APS scores for the 2002-06 period. For graphs of means and confidence intervals for difference scores at GCSE level see graphs 47-49.

Graphs 39 to 42 showing mean difference scores and 95 per cent confidence intervals on each subtest and average point score for Test Bed and comparator schools.

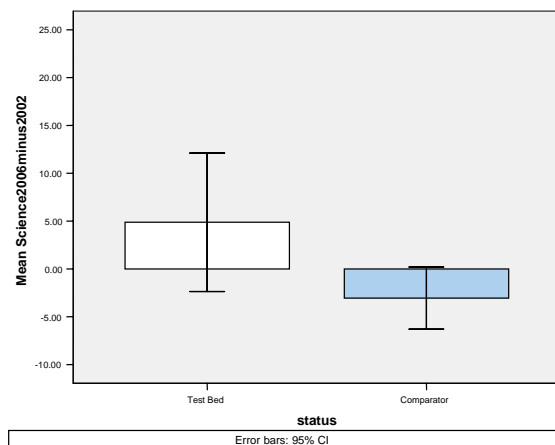
Graph 39: KS2 English difference score



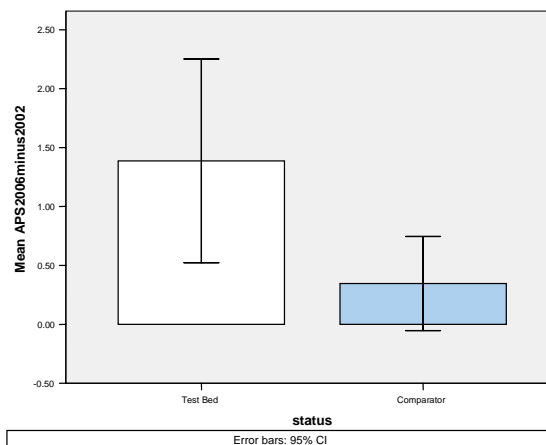
Graph 40: KS2 mathematics difference score



Graph 41: KS2 science difference score

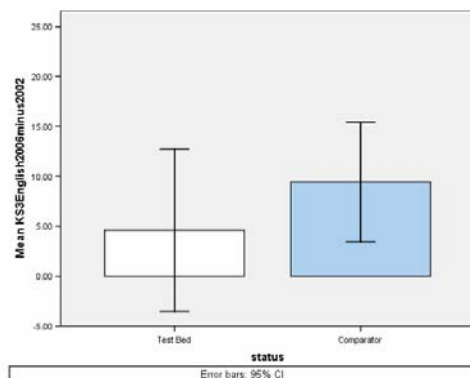


Graph 42: KS2 APS – difference scores

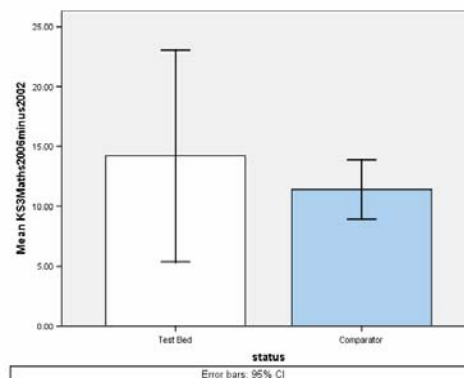


Graphs 43 to 46 showing mean difference scores and 95 per cent confidence intervals on each subtest and average point score for Test Bed and comparator schools.

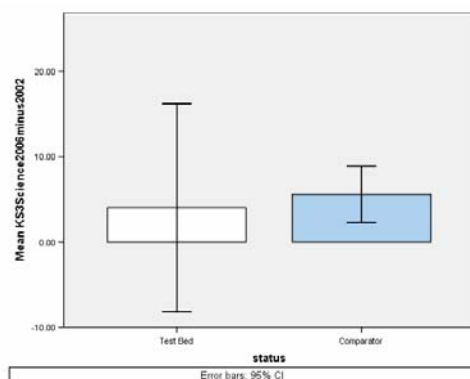
Graph 43: KS3 English difference score



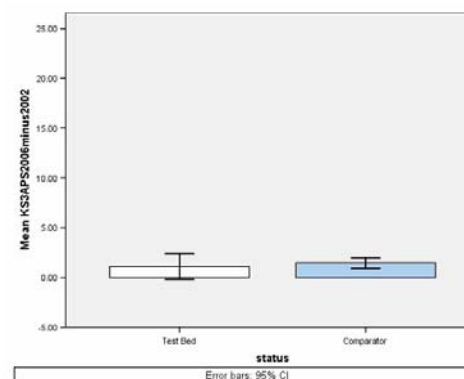
Graph 44: KS3 mathematics difference score



Graph 45: KS3 science difference score

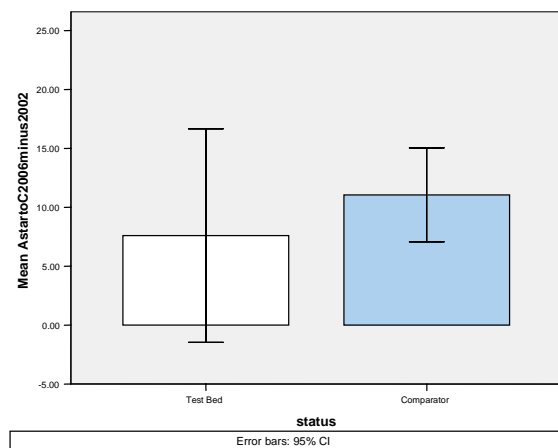


Graph 46: KS3 APS – difference score

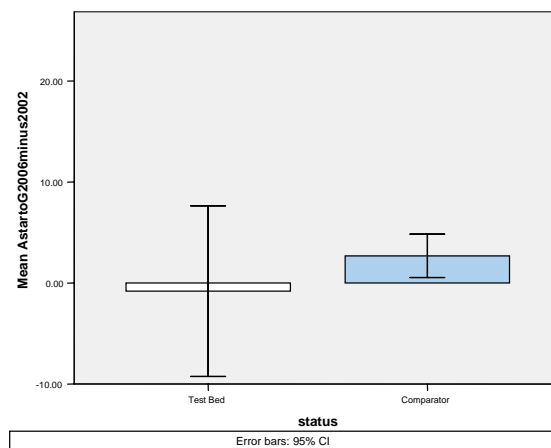


Graphs 47 to 49 showing mean GCSE difference scores and 95 per cent confidence intervals on each subtest and average point score for Test Bed and comparator schools.

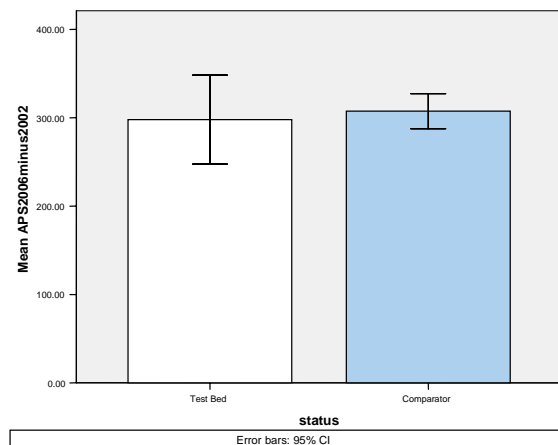
Graph 47: GCSE A*-C difference score



Graph 48: GCSE A*-G difference score



Graph 49: GCSE APS difference score



Methodology

Analysis of school based data

Benchmarking for schools was completed for the first time using performance data from the academic year 2002/2003 and was reported in the January 2004 Annual Report. The procedure for benchmarking these institutions and their identified comparators has remained the same throughout the evaluation.

The list of comparator schools initially established for the first year of analysis was drawn up to consist of schools matched according to the following measures: proximity (where feasible two within the Test Bed LA and two within other English authorities), size (total number of pupils), location (urban/rural), Acorn group type (1 to 15) which provides demographic information on the schools based on their postcodes, phase of education, type of establishment, statutory lowest and highest ages of entry, and sex, where possible institutions were also matched according to their faith denomination. Comparator institutions were also subsequently matched according to the number of permanent exclusions made at each school in the academic year 2000/2001 and also according to the percentage of half days missed due to unauthorised absence in the academic year 2002/2003. The final ratio of Test Bed to comparator schools was one to four for all but two schools¹.

Analysis of LA based data

An additional series of analyses were conducted using performance data from all schools within the three Test Bed local education authorities (LAs) and from all schools within specifically chosen comparator LAs. The comparator LAs were matched according to the English indices of deprivation 2004 report compiled by the office of the deputy prime minister using the measures of rank of local concentration, rank of income scale, and rank of employment scale. Definitions of these measures are as follows:

¹ Whitworth Special School and Crook Nursery are not included in the benchmarking analyses due to a lack of suitable comparator schools and available performance data.

Rank of local concentration: Local concentration is one way of identifying a district's 'hot spots' of deprivation which involves putting into rank order the mean score of the population weighted rank of a district's most deprived areas.

Rank of income scale: This scale captures the proportions of the population experiencing income deprivation in an area and is measured as the proportion of households living below 60 per cent of median income. The rank score is based on a series of indicators such as the number of adults and children in income support households and in income based job seekers allowance households.

Rank of employment scale: This scale measures employment deprivation conceptualised as involuntary exclusion of the working age population from the world of work and combines indicators such as the unemployment claimant count of women aged 18-59 and men aged 18-64 averaged over four quarters and the number of claimants of incapacity benefit.